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News Items from the School of Education of the University of Chicago

ANNUAL UNIVERSITY OF CHICAGO DINNER

The University of Chicago Dinner, which occurs annually during the week of the meeting of the Department of Superintendence, will be held at the Hotel Traymore, Atlantic City, Monday evening, February 28. Alumni, former students, and friends of the University are most cordially invited. The President of the University expects to attend the meeting. An interesting program which is being arranged will be announced later.

REQUIREMENTS FOR THE A.B. DEGREE

J. A. Humphreys, A.M., University of Chicago, 1920, recently made a detailed study of the requirements for the A.B. degree in eighty-eight representative American universities and colleges. The requirements as summarized by Mr. Humphreys are both interesting and significant: (*a*) English is universally required. (*b*) Foreign language requirements are generally fulfilled by courses in either ancient or modern languages. (*c*) There exists a slight tendency toward requiring work in the social sciences more frequently than in mathematics or natural science. (*d*) Philosophy and psychology receive less emphasis than do mathematics, natural science, or the social sciences. (*e*) Institutions are about evenly divided in the granting of credit and withholding it for prescribed work in physical education. (*f*) Public speaking and Bible are given little consideration. (*g*) The curriculum is distributed approximately as follows: definitely prescribed courses, 45 per cent; major and minor sequences, 25 per cent; electives, 30 per cent.

THE STANDARDIZATION AND USE OF A REASONING TEST

An intensive study was recently made of reasoning tests by Miss Elizabeth Bruene, A.M., University of Chicago, 1920. The purposes of the investigation were to standardize an adaptation of

C. Burt's long list of fifty examples and to make a careful analysis of the results secured through the use of the tests.

The tests were given to 641 pupils in the Proviso Township High School, Maywood, Illinois. The pupils were divided into six groups as follows: I, Seniors; II, Juniors; III, Sophomores; IV, half-year Sophomores; V, Freshmen; and VI, half-year Freshmen. One half of each group took form A first and the other half took form B first. This was done in order to study the effect of practice.

A comparison of the results by groups shows that the ability to perform the examples correctly increases with each group with the exception of group VI, form A. The most irregular groups were groups IV and VI, which were the two mid-year classes. This irregularity was doubtless due to the factor of selection.

A comparison of results by ages shows that the ability to perform the examples increases from year to year. It is interesting to note that the age-curve was slightly more flattened than the group-curve. The results by groups and by years of age both showed that the boys were superior to the girls in ability to perform these tests. The difference was greater for form A, which was the more difficult test, than for form B. This result illustrates the greater value of relatively difficult tests in determining the distribution of ability.

The correlation between the score for accuracy and the time required was calculated for the different groups. All the coefficients of correlation were negligible. These results are in agreement with Whipple's conclusion that there is no correlation between speed and accuracy for the higher mental processes, but that time measurements become more significant and reliable as the task becomes more mechanical and routine in character.

The correlations between the scores secured in the reasoning test and the class marks in mathematics varied somewhat widely. In the case of mathematics the coefficients were as follows: advanced algebra I, .37; advanced algebra II, .60; plane geometry III, .13; plane geometry IV, .37; algebra V, .42; and algebra VI, .19. These differences in correlation, as explained by Miss Bruene, were due, not so much to the subject as to variations in teachers' marks and the numbers of pupils in the groups.